Implementation of Three Characters Education Design to Improve the Quality Of Academic Civitas College

Achmat Mubarok
Universitas Yudharta Pasuruan
mubarok@yudharta.ac.id

Abstract : The implementation of character education in college was conducted through three character education design bases: First, class-based character education, conducted with the relationship between lecturers as educators and students as learners in In the classroom. Secondly, the education of character culture based on college campus, which is in the form of interaction with all members of academic Civitas who support, improve and strengthen, and leadership as a figure of transparency in Perform its work in accordance with its duties and functions. Third, the application of character education based on campus community is done by collaborating and always listening to community aspirations through co-operative Education Program (University cooperation with entrepreneurs, education, and society), Through the student Activities program.

Keywords: effectiveness, implementation, three design, character education, quality improvement, college

INTRODUCTION

One of the challenges of the future to be faced by the Indonesian nation is included in the world of education in accordance with the mandate of the national education system law, namely to form the character and civilization of the nation dignified in order Educate the life of the nation, the institution needs to be restored to its basic principle, which is an effort to humanize human beings by giving students the values of the nation's character in everyday life[1].

The impact of globalization that is happening today brings the people of Indonesia to forget the education of the nation character, whereas, character education is a foundation of the nation that is very important and need to be implanted early to the child. From the events that occurred today, ranging from the corruption cases of state officials involving political parties, human rights abuses, various violence and riots that smelled SARA, students who were threatened because honestly did not give conpress, brawl Students, up to an anarkhist demo conducted by students in several colleges. From these events shows that people are able to perform actions that contradict the values, norms, and character of the nation, the previous violent acts may never have been imagined. This is because globalization has brought us to the "the" of material "so that there is an imbalance between economic development and cultural traditions of society, of course we become aware of how important character education is

---

[1] Departemen Pendidikan Nasional, "Sistem Pendidikan Nasional," *Jakarta (ID): Depdiknas* (2003).

implanted since Early childhood and Sustainable[2].

Usman Rianse, rector of Haluoleo University and the chairman of the Indonesian rector Forum, said college as a place to gather national thinkers in academic, moral, and social fields, should be involved in thinking and realizing the nation's competitiveness. This begins with character education to support the standing of four national pillars namely Pancasila, the CONSTITUTION 1945, the unitary State of the Republic of Indonesia, and the Bhinneka Tunggal Ika.

According to Koesoema[3] to implement character education effectively and simultaneously there are three design bases in its programming. First, a class-based character education design where this design is based on teacher relationships as educators and students as learners in the classroom. Second, the design of character education based on school culture. This design tries to build a school culture that is capable of shaping students ' character with the help of school social institution so that certain values are formed and bathed in student. Third, community-based character education is that the school community does not struggle alone in educating but communities outside of educational institutions such as families, the general public, and the country have the moral responsibility to integrate character formation in their lives. If in the third character education the design is ignored then our education will only be partial, inconsistent, ineffective and as a discourse only. So, the problem of character education that has been in every unit of education need to be examined and sought by the solution so that it is easy to implement in the school.

Departing from the above concept, character education is essential for more in-depth study on: (1) Implementation of three educational design bases for the character education of Civitas Akademika in universities; (2) Supporting factors and role-inhibitors and lecturers/leaders in the application; and (3) the potential towards the development of the implementation of three character education design bases over existing support. The problem is the basis of development in the effectiveness of the implementation of three character education design bases in college as an effort to actualize and develop the operational character education in the National Action Plan of Kemendiknas.

LITERATURE REVIEW
Character Education Concept

Character building is one of the national educational objectives, in article 1 of the National Education System Act No. 20 of 2003 stated that among national education objectives is to develop the potential of learners to have Intelligence, personality and noble morality. The mandate of the law aims to make education not only to form the intelligent human beings, but also personality or character, so that will be born generation of the nation that grows with the character that breathes Noble values of the nation and religion. According to Buchori[4], character education should bring learners to the cognitive recognition of value, affective value, and ultimately to real-value practice.

Implementation of character education in college
1. **Implementation of class-based character education**

---

[2] Masnur Muslich, *Pendidikan Karakter Menjawab Tantangan Krisis Multimedia* (Jakarta: Bumi Aksara, n.d.).

[3] A Koesoema and Doni, *Pendidikan Karakter: Strategi Mendidik Anak Di Zaman Modern* (Jakarta: PT Grasindo, n.d.).

[4] Mochtar Buchori, *Transformasi Pendidikan* (Jakarta: Pustaka Sinar Harapan, n.d.).

Character formation is one of the national educational objectives that has been mandated through the National Education system Law No. 20 of 2003, which is expected to form the Indonesian people who are of personality and breathing in Noble values of the nation and religion, so that it can later bring the learners to the introduction of cognitive values, affective value, and finally to the real value-practice [5].

The implementation of class-based character education in college shows the relationship between lecturers as educators and students as learners in the classroom, where in the process of learning activities in the classroom; (1) The lecturer serves as a figure of the example, by providing motivation for learning and updates on information related to the course of the course, to conduct a mutual agreement in the teaching and learning process in the early courses and in writing to Create a conducive learning atmosphere; (2) Lecturers position the value of respect for learners, embed character values in courses, provide motivation to study students, involve students in decision making and building cooperation; (3) Lecturer role as a figure of the example of whether in class or outside class, treating students as companions, familiarizing orderly, discipline and moral, and eliciting character values explicitly on SAP and syllabus; (4) Lecturers establish good relationships with students, using collaborative learning methods and always motivate students for acceleration, non-authoritarian and always open in learning activities; (5) Lecturers must be able to provide an ethical example on time in class, honest and responsible. Class-based character education discusses more about how educational institutions can maximize the relational patterns that occur in the classroom so that each individual can grow healthy, mature and accountable.

The application of character education in teaching and learning activities in the classroom, as expressed by Koesoema [6], aims to develop the overall relational dynamics between private and various dimensions, both from within and from Beyond himself, so that the person is increasingly able to live up to his freedom so that he can be more responsible for his own growth as the person and development of others in their lives based on moral values that value of human fame.

Koesuma further explained that there is a learning experience built through two approaches namely intervention and habituation. In the intervention developed the atmosphere of learning and learning interactions deliberately designed to achieve the goal of the character's scavenging by implementing activities that are structured as well as in colleges by raising value Characters explicitly on SAP and syllabus, so that the learning process is successful, the role of the teacher as the figure of the model is very important and decisive. Meanwhile, in habituation created situations and conditions and strengthening that allows learners in the unit of education, in his home, in the community familiarize themselves to behave according to value and become the character that has been Be internalized and personalised from and through the intervention process. The process of culture and empowerment that includes sampling, learning, habituation, and strengthening should be developed systemic, holistic, and dynamic.

The application of class-based character education in college is a form of relation between lecturers as educators and students as learners in the classroom, lecturers serve as an equal figure, with the motivation to learn and update About the information related to the course, do a mutual agreement in the process of teaching and learning at the beginning of the lecture and in writing to create a conducive learning atmosphere, because the class is the main place of the process Education in schools, interacting with each other in studying and exploring a

---

[5] Ibid.

[6] Heni Zuhriyah, "Pendidikan Karakter (Studi Perbandingan Antara Konsep Doni Koesoema Dan Ibnu Miskawaih)" (IAIN Sunan Ampel, 2010).

wide variety of sciences, so that the success of education depends on how a lecturer and students build a classroom environment Comfortable and enjoyable learning[7]

There are three basic requirements for creating a moral community in the classroom [8](, namely: first, the students know each other. Secondly, the students respect, strengthen, and care for each other. Thirdly, students feel part and are accountable to their group.

The design of a class-based character education curriculum takes place through two domains: instructional and non-instructional [9]. The instructional realm is directly related to learning and teaching in the classroom. The activity is a process of learning together with the curriculum materials taught as applied in college through compulsory elective courses for all students, namely the multicultural education courses, Whereas, the non-instructional realm refers to elements beyond the dynamics of teaching and learning in the classroom, but it has an important function to help the process of learning and teaching in the classroom. Higher education lecturers also role as a figure of transparency both in class and outside the classroom, treating students as companions, familiarizing orderly, discipline and moral, and raising character values explicitly on SAP and syllabus. These two things must go as parallel as the two have reciprocal relationships.

There are some traits that become a way of acting in the development of class-based character education: (1) teachers as learning facilitators; (2) Teachers as learning motivators; (3) Teachers as program designers; (4) Teachers as advisers and source of the livers; (5) The curriculum content is the source for character formation; (6) Methods of teaching dialogue instead of monologous (7) Using methods of learning through cooperation; (8) class community participation in learning; (10) class creation as a moral community; (11) Enforcement of moral discipline; (12) The creation of a democratic class environment; (13) Build a sense of responsibility for self-formation; (14) The management of moral conflicts through lessons; (15) to provide a fair and nonviolent conflict solution.

2. Application of Campus culture character education

The application of education based character culture in college is done by trying to build student character with the help of campus social institution so that certain value/character is formed and built-in student, it is done with character formation that applied through instructional and non-instrumentalities, campus culture constructed and formed from interaction with all members of academic and natural environment and leadership as figure and treating the college citizen with respect.

Developing a campus culture-based character Education aims to create an educational environment as a learning environment that can help every individual who is increasingly able to find their individuality and to fully internalize their freedom. The soulful campus culture of character building helps individuals grow up adults and healthy, psychologically, morally and spiritually[10].

Through the vision, mission and objectives of the university all academic civitas in the higher education support each other, improve and strengthen in carrying out all programs, conduct regular meetings between leaders, lecturers and employees every beginning of semester and quarter semester, with the partner and the student Guardian each year the new teaching is done so that the school culture is formed from a variety of norms, patterns of behaviour, attitudes, and beliefs owned by members of the community of an institution Education. The culture of the campus is very important because the cultural values are made

---

[7] A Koesoema and Doni, *Pendidikan Karakter: Utuh Dan Menyeluruh* (Yogyakarta: Kanisius, n.d.).

[8] Thomas Lickona, "Pendidikan Karakter: Panduan Lengkap Mendidik Siswa Menjadi Pintar Dan Baik (Terjemahan Dari Educating for Character, 2008, Oleh Lita S.)," *Bandung: Nusa Mesia* (2013).

[9] Koesoema and Doni, *Pendidikan Karakter: Strategi Mendidik Anak Di Zaman Modern*.

[10] Koesoema and Doni, *Pendidikan Karakter: Utuh Dan Menyeluruh*.

basis in giving meaning to a concept and meaning in communication between community members in the college environment. The position of the campus community character that is important in people's lives requires the campus culture to be the source of value in the application of a campus culture-based character Education[11].

To form a character for all the academic civitas of the college, giving a strict action for the deviant behavior, giving a real response and addressing national events and social community, carrying out its work in accordance with its duties and functions, always give the lecturer motivation to be a figure of action for students.

In the context of education, campus culture is a pattern of behavior and a way of acting that has been formed automatically into a living part in an educational community. The basis of patterns of behaviour and how to act it is the social norm, campus regulation, education policy. These three were not consciously formed because of formal legal expression in the form of rules, but rather the spontaneity of its members in acting, thinking, and making decisions in everyday life.

The campus culture at Yudharta University is also formed by involving all constituents in the decision-making, organizing democracy activities. Campus culture can be said to be like a hidden curriculum, which is actually more effective in influencing patterns of behavior and way of thinking of the whole school community[12].

3. Implementation of Campus Community character Education

The implementation of community-based character education in college is done by collaborating and always listening to community aspirations through co-operative Education Program (University cooperation with entrepreneurs, educational world, and Community), through the program of student activities, such as real work lectures, and student activities program filling in the event of Ramadlan Pondok held by the school in the upper, and strengthening cooperation with the Government through accreditation Colleges and courses, running rules that have been established by the Government to support the development of education. Activities are done in order to form the invalidity of various communities that have direct or indirect links to the life dynamics of the school campus as a community that has a relationship with many Parties Must be dynamic, open and willing to learn continuously if not want to be an institution that is left behind, and increasingly irrelevant to the needs of its members [13]. Therefore, inter-Community cooperation in the development of character education on campus is very necessary, without good cooperation, character education on campus will be lame and ineffective. The community-the company is: (1) The community of parents, the first community that is a reference for cooperation between the campus and outside parties is the parent community. Parents entrusted their children to be educated by the lecturers, while the campuses based on parents ' beliefs have the duty to educate and accompany students to grow more adults as individuals. Therefore, the cooperation between the school and the parents is very important in order to have continuity between the education process at school and at home; (2) Community communities, educational institutions are present not separated from community communities where they live. This community is what will eventually accept the presence of students who have been educated competently, professionally and well. Cooperation with the community, regardless of the form, is necessary for the education institution not to feel struggling alone. Example NGOS, entrepreneurs, and various other social groups; (3) Political community, in this case is the

---

[11] Pusat Kurikulum, "Pengembangan Dan Pendidikan Budaya Dan Karakter Bangsa: Pedoman Sekolah," *Jakarta: Kemendiknas* (2009).

[12] Koesoema and Doni, *Pendidikan Karakter: Strategi Mendidik Anak Di Zaman Modern.*

[13] Koesoema and Doni, *Pendidikan Karakter: Utuh Dan Menyeluruh.*

presence of the state, the State is always present in the development of education because the State has an interest in the education institution is active and responsible in preparing prospective members of the adult community.

The potential towards the development of the implementation of three character education design bases in college for the existing support of character based education is very potential once, because the students are majority domiciled in Pesantren, So that personality values are very coloring in every student behavior. Individually lecturers have developed the design of character education in the cultural level or creativity in designing character education in the classroom is quite good, also supported by the formulation of a It education design in detail Through a lecture contract. Besides, the university provides adequate learning facilities, both related to Internet access, laboratories, and a sufficient lecture room as a means of character education development.

The potential towards developing the development of a character education based on campus culture is already developing 75% of the Higher Education Directorate target. Not far from the dependence of each in sensitivity in associating. The conducive environmental conditions and the social climate around the institution support and strengthen the learning character of campus culture. Another potential towards the development of the application of character education based on campus culture in the college is strongly influenced also by the environmental conditions of the conducive community and the social climate around the institution is very supportive and Strengthening the learning character of campus culture.

Meanwhile, from a review of the application of community-based character education in college is carried out through the development of potential of all citizens ' academic civitas by socializing the program implementation of character education and through the control mechanisms in order to run properly.

CONCLUSION

The implementation of character education in college is carried out through three character education design bases, firstly, the application of class-based character education is done by the relationship between lecturers as educators and students as learners in the classroom, which in the process of learning activities in the classroom; (1) Lecturers act as a figure of transparency, by providing motivation for learning and updates about information related to the course, (2) to conduct a mutual agreement in the teaching and learning process at the beginning of lecturing and in writing to create a conducive learning atmosphere, (3) Lecturers positioning the value of respect for learners, (4) embedding character values in courses, (4) involving students in decision making and establishing cooperation, (5) Treating students As companions, (6) Familiarize the orderly, discipline and moral, (7) eliciting character values explicitly on SAP and syllabus, (8) Lecturers establish good relations with students, using collaborative learning methods and always motivate students to acceleration, (9) Not authoritarian and always open in learning activities.

Secondly, the application of the education-based character culture in college is in the form of the results: (1) interaction with all members of academic and natural environment and leadership as a figure of the example, (2) The interaction of all academic civitas supporting each other, improving and strengthening the conduct of All Programs, (3) conducting regular meetings between leaders, lecturers and employees every beginning of semester and Tri Wulan, with partners and parents of students each new school year, (4) Provide Strict actions for deviant behavior, (5) Provide real responses and respond to national and social societal events, and (6) perform their work in accordance with their duties and functions.

Thirdly, the application of community-based character education in college is done by collaborating and always listening to the aspirations of society through co-operative Education Program (University cooperation with entrepreneurs, education, and society), through the program of student activities, such as real work lectures, and student activities program filling in the event Romadlon held by high school, and strengthening cooperation with the Government through Colleges and courses, running rules that have been established by the Government to support the development of education.

As a contributing factor to the implementation of character education in college, among others: (1) There is a lecturer in the design of character education that is quite high; (2) Synergy between lecturers in sharing and exchanging experience in teaching learning process is good enough; (2) as well as the majority of students live in pesantren so that there are materials from the pesantren that support the implementation of character-based education; (3) The homogeneous educational and cultural background of structural campuses makes many choices to determine the policy; (4) The culture of Pesantren is very supportive of the campus policy because it has a figure/figure that can be used as a person who is a kyai; (5) The jargon of multicultural universities can encourage the application of culture-based character education in college; (6) Prepare through human or structural resources that are ready to accommodate all activities related to internal and external coordination by forming a human resource development institution, a team of quality guarantors, and a central institution of information and communication planning, and the support of the desires of parents who want their children to have character; (7) The characteristics of the civitas of the campus, the community, and the surrounding environment are complex and heterogeneous to be invited to good cooperation.

While the potential towards development of the application of character education in the universities, among others: (1) from students who are majority domiciled in boarding school; (2) Lecturers have developed the design of IT education creatively and detail through lecture contracts and cultures; (3) The campus provides adequate learning facilities, both related to Internet access, laboratories, and a sufficient lecture room as a means of development; (4) environmental conditions of conducive community and social climate around the institution supporting and strengthening the learning character of campus culture; (5) The campus to socialize the implementation of Character education program maximally, continuously, and through control mechanisms to run well.

Suggestion

There needs to be a mutual understanding, high motivation, and mature planning for all the academic civitas in the application and development of character education in college; There needs to be integrated special courses, cultural/orderly handbook, and planned development strategies, as well as institutional evaluation of successful implementation of Karakater education; It is necessary to improve the evaluation of character education implementation for systematic and programmatic development plan; There is a need for socialization and good cooperation with the community, campus community, and parents in the efforts to develop character education.

REFERENCES

Buchori, Mochtar. *Transformasi Pendidikan*. Jakarta: Pustaka Sinar Harapan, n.d.

Koesoema, A, and Doni. *Pendidikan Karakter: Strategi Mendidik Anak Di Zaman Modern*. Jakarta: PT Grasindo, n.d.

———. *Pendidikan Karakter: Utuh Dan Menyeluruh*. Yogyakarta: Kanisius, n.d.

Kurikulum, Pusat. "Pengembangan Dan Pendidikan Budaya Dan Karakter Bangsa: Pedoman Sekolah." *Jakarta: Kemendiknas* (2009).

Lickona, Thomas. "Pendidikan Karakter: Panduan Lengkap Mendidik Siswa Menjadi Pintar Dan Baik (Terjemahan Dari Educating for Character, 2008, Oleh Lita S.)." *Bandung: Nusa Mesia* (2013).

Muslich, Masnur. *Pendidikan Karakter Menjawab Tantangan Krisis Multimedia*. Jakarta: Bumi Aksara, n.d.

Nasional, Departemen Pendidikan. "Sistem Pendidikan Nasional." *Jakarta (ID): Depdiknas* (2003).

Zuhriyah, Heni. "Pendidikan Karakter (Studi Perbandingan Antara Konsep Doni Koesoema Dan Ibnu Miskawaih)." IAIN Sunan Ampel, 2010.